

Supervision of ACC RiverSafe activities and other EOTC activities in, on or near rivers



Educating In, On and Under the Water



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1.0	Introduction	Page 3
1.2	ACC RiverSafe providers	3
2.0	Safe supervision of ACC RiverSafe activities and other water safety activities focused on rivers	4
2.1	Scope of the information provided here	6
2.2	Using the combined expertise of a ACC RiverSafe provider (or other EOTC provider) and an experienced Teacher in Charge	8
3.0	A recommended supervisory system for any water safety activities in, on or around a river	9
3.1	Roles and responsibilities of the supervisory team and participants	11
3.2	Allocation of supervisors to the group	15
3.3	Organising supervision of a group of students	15
3.4	Personal and shared responsibility and using a buddy system	15
3.5	Capacity of participants and organisation of groups	16
3.6	Selection and preparation of supervisors	16
3.7	Land-based supervisors or supervisors who are weak swimmers or are non-swimmers	19
Appendix 1	Client checklist	20
Appendix 2	Required competency of those leading RiverSafe activities where students are in the river	21
Appendix 3	Supervision Structures	21
	Scenario 1 River swimming	22
	Scenario 2 Survival swimming	27

The ACC RiverSafe programme has been developed by Water Safety New Zealand and is being implemented in partnership with ACC. There are two versions of the programme targeting years 6-8 and 9-10.

ISBN 978-0-908979-40-0 November 2006.

1.0 Introduction

In the last 20 years (1986-2005) 2,851 people drowned in New Zealand waterways, with 837 of these drownings occurring in rivers, streams and creeks. This accounts for one third of all drownings.

Statistics show:

- 78% of the drowning victims in rivers are male
- those most at risk of drowning in rivers are those aged from 15 to 29 years
- children under five drown in rivers because they are not adequately supervised
- the Waikato river has had the most drownings in the 20-year period.

Water Safety New Zealand and ACC have developed two water safety programmes for schools focusing on river safety.

ACC RiverSafe Junior for years 6 to 8

ACC Riversafe Senior for years 9 to 10

Both programmes have classroom, pool-based and river-based activities and are designed to be used by schools where the principal aquatic environment their community uses is a river.

1.2 ACC RiverSafe providers

When students are involved in any river-based activity, those leading and supervising the activity require a high level of expertise (knowledge, skill and experience).

Water Safety New Zealand (WSNZ) and ACC are aware that not all teachers who are EOTC leaders in schools have the experience required to lead river-based activities.

WSNZ and ACC operate a programme where a selected number of EOTC providers from throughout the country become accredited ACC RiverSafe providers.

ACC RiverSafe providers, and all their staff, have undergone training in the RiverSafe activities and demonstrated that they have the qualifications, skills and experience to conduct RiverSafe activities with school students.

Contacts for accredited ACC RiverSafe providers in your area can be found at www.riversafe.org.nz

Schools are expected to determine the suitability of any ACC RiverSafe or EOTC provider before contracting them. A checklist in appendix 1 of this document can assist schools in this process.

Pages 75-79 of *Safety and EOTC - a good practice guide for New Zealand schools 2002* provides checklist that can be used to assess potential EOTC providers.

Schools are advised to check the quality of the services provided by any EOTC provider by contacting a school or organisation that recently used the provider to lead the same or similar activity with school students.



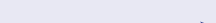
2.0 Safe supervision of RiverSafe activities and other water safety activities focused on rivers

Schools may be considering whether to conduct RiverSafe activities (like learning survival swimming) led by school staff or whether to employ an ACC RiverSafe provider. Appendix 2 lists the qualifications and experience required for those managing such activities.

This document outlines issues involved in supervising RiverSafe activities, whether they are led by teachers or an ACC RiverSafe provider. It explores supervision and responsibility issues when a school contracts an ACC RiverSafe, or other, EOTC provider.

There are a range of activities outlined in both RiverSafe programmes, and there are other river-based activities like kayaking or tubing that a school may undertake in an EOTC programme.

The following table summarises these activities and their supervision.

Nature of the activity	EOTC experience where no-one is expected to be in the river, but there is a risk of accidental immersion e.g. investigating features of a local river from the riverbank.	EOTC experience where it is planned that all or some of the students will be immersed in the river e.g. class swim at a local river.	EOTC experience where students will be in the river to learn or practice a specific skill e.g. river crossing, survival swimming.	EOTC experience where students are learning and practising a recreational aquatic skill such as river kayaking, tubing etc. Activity outside the ACC RiverSafe programme.
Nature of the river	No intended immersion so anyone falling into the water could be a swimmer, a weak swimmer or a non-swimmer.	Weak swimmers and non-swimmers identified and appropriate safety procedures in place. These may include wearing life jackets or not participating in certain activities.	Some students who are involved in tramping river crossings may be non-swimmers or weak swimmers. Only competent swimmers involved in survival swimming in a river.	Students must be competent swimmers.
Life jackets/ pfd's	N/A	May be worn by some students e.g. non-swimmers.	Survival swimming requires life jackets or personal flotation device.	Requires wearing of suitable buoyancy aid i.e. pfd or life jacket and helmet.
Supervision / responsibility				
Increasing student self and group responsibility. 				
Increasing level of supervision for size of the group. 				
Increasing experience and skill level of Teacher in Charge (TIC) and all adult supervisors. 				
Leader and supervisors	Requires experienced TIC and experienced supervisors.	Requires experienced TIC and experienced supervisors.	Activity may be best led by an ACC RiverSafe provider, or other EOTC provider. TIC retains overall responsibility for the EOTC experience.	Activity may be best led by a RiverSafe, kayak instructor or other EOTC provider. TIC retains overall responsibility for the EOTC experience.

Focus of this information

The information provided here is about safe supervision of RiverSafe activities and other water safety activities focused on rivers. It does not include information about:

- setting an appropriate learning outcome
- planning the activity (other than planning supervision)
- completing a Safety Action Plan (SAP) or Risk Analysis Management System (RAMS)
- conducting the activity
- evaluating the activity and the student learning.

2.1 Leading activities in, on or around rivers

The school Board of Trustees has the responsibility to ensure that:

- any leader of an EOTC activity in, on or around rivers is competent (has specific knowledge skills and experience) to lead the activity
- any provider organisation contracted by the school (ACC RiverSafe provider or EOTC provider) is competent (has specific knowledge skills and experience) to conduct any activity they are contracted to provide.

The following table outlines qualifications, skills and experience for ACC RiverSafe providers, teachers in Charge (TIC) and supervisors to undertake RiverSafe activities where students are in a river.

Table 2 Competency of those leading RiverSafe activities where students are in the water.

ACTIVITY LEADER ACC RiverSafe provider or other EOTC provider or other activity leader chosen by the school e.g. teacher	TIC TIC who has employed an ACC RiverSafe provider or other EOTC provider or leader to conduct the activity	WATER-BASED SUPERVISOR and ROVER Supervisors for water-based activity	LAND-BASED SUPERVISOR Supervisors for non-water-based activity
Holds current first aid and CPR certification from a recognised organisation and has demonstrated experience in managing incidents or emergencies.	Holds current first aid and CPR certification from a recognised organisation (or has a supervisor in their team with these qualifications) and the TIC has demonstrated experience in managing incidents or emergencies.	Can demonstrate the ability to act in a calm and appropriate manner when incidents or emergencies occur. May hold current first aid and CPR certification.	Can demonstrate the ability to act in a calm and appropriate manner when incidents or emergencies occur. May hold current first aid and CPR certification.
Is a competent and confident swimmer and is skilled in river rescue.	Is a capable and confident swimmer with experience in any river conditions they will encounter.	Is a competent swimmer with experience of swimming in any river conditions they will encounter.	May be a weak swimmer or non-swimmer but will NOT take any supervisory role in an aquatic activity e.g. will manage students not taking part in the activity.
Holds a Category One qualification as per the WSNZ ACC RiverSafe Approved Trainer Certification List.	Has proven experience in leading EOTC trips with this age group and in leading river or aquatic-based activities.	Has previously participated in supervision of school aquatic activities, or is identified as a supervisor who is learning the role and responsibilities and are themselves under supervision.	Has previously participated in supervision of school aquatic activities, or is identified as a supervisor who is learning the role and responsibilities and are themselves under supervision.
Has completed WSNZ recognised training in risk management.	Has risk management training and experience and understands school safety management policies and practices.	Understands school safety management policies and practices and understands their designated role and responsibilities.	Understands school safety management policies and practices and understands their designated role and responsibilities.
Has conducted the activities on or in the river with participants of this age group and has done a recent local survey of the area.	Has a current knowledge of the river where the activity will occur and experience of the planned river activities.	Has knowledge of the river where the activity will occur and/or experience of the planned river activities.	Is competent (has knowledge, skills and experience required) to supervise any alternative activity established for students.

2.2 Using the combined expertise of an ACC RiverSafe provider (or other EOTC provider) and an experienced Teacher in Charge

The school gives a Teacher in Charge of any EOTC experience the overall responsibility for the safety of the students undertaking the activity.

If an ACC RiverSafe, or other EOTC, provider is contracted the TIC and the provider need to establish roles and responsibilities recognising that overall responsibility of students lies with the school and its designated TIC.

- the TIC is in a position to make ongoing assessments of developing situations and make appropriate risk-management decisions.

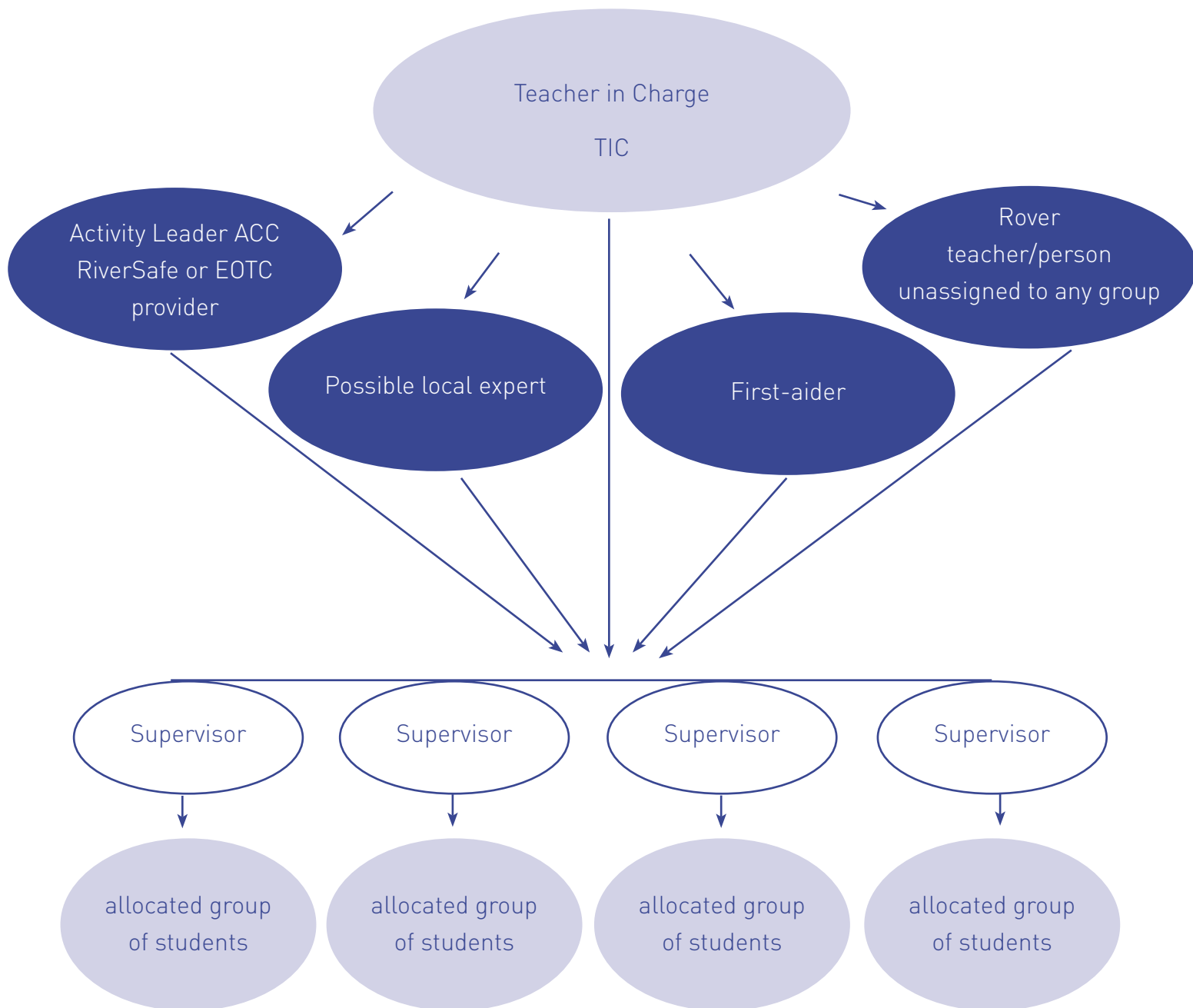
The TIC works closely with the Activity Leader, and all adult supervisors, to ensure that everybody is aware of their roles and responsibilities and carries them out appropriately, and that all adults present are prepared to deal with unexpected situations that may arise.

If an ACC RiverSafe, or other EOTC, provider is contracted as an Activity Leader the TIC is able to maintain an overview to ensure that:

- the desired educational outcomes of the experience are being achieved
- the Activity Leader is conducting the activity appropriately
- the activity is within the capability of all the students involved
- all participants and supervisors are safe
- students are enjoying the activity and having a positive EOTC experience
- the TIC seeks and considers input from the ACC RiverSafe or other EOTC providers when making decisions

3.0 A recommended supervisory system for any water safety activities in, on or around a river

The supervision system outlined can be modified for any EOTC water safety experience. The system assigns the following roles within a team of supervising adults. (For detailed role descriptions of team members see 3.1.)



The supervisory system is built on models developed by organisations like Water Safe Auckland in the Rainbow system, and on the current practice of a number of intermediate and secondary schools.

For any planned EOTC experience in, on or around rivers the supervisory team need to have discussed the possibility of unplanned events, or a crisis situation, and know their likely roles and responsibilities. The team needs to have planned for the situation where any key supervisory team member (such as the designated First-aider) was injured or became ill.

For some EOTC experiences some of these roles can be combined. If the EOTC experience, for example, is a river-bank based activity and the identified risk of accidental immersion is small, then the roles could be combined in ways that reflect the individual skills and expertise of adult supervisors.

With activities where students are immersed in moving water (e.g. survival swimming, or a recreational activity like river kayaking) each role is likely to be filled by a designated person with suitable expertise and experience.

3.1 Roles and responsibilities of the supervisory team and participants

Teacher in Charge

The TIC has the overall responsibility for the EOTC experience or activity.

The TIC maintains a watching brief or overview of:

- *people involved - contracted providers (if employed), participants and supervisors and their safety and wellbeing*
- *progress of the activity and achievement of the established learning outcomes*
- *maintenance and location of essential equipment*
- *the physical environment*
- *safety management.*

The TIC does not have responsibility for supervising a group of students.

Ideally the TIC has the skills/ability/confidence to:

- manage all personnel in every situation
- assess and manage risk accurately and without delay
- stop or modify an activity or situation if this is required
- manage a crisis.

The TIC makes the final decision to stop or change an activity or situation.

In the event of an unplanned event or crisis the TIC could defer to someone who has the technical knowledge and crisis management skills, but they still make the final decisions.

The TIC will have:

- knowledge of local area
- technical/detailed knowledge of the planned activity
- relevant first aid qualifications and capability to deal with injuries
- capability to handle crisis or emergency situations.

However, they designate others with more experience to take a lead role in these areas (both during any planned activity and in a crisis situation).

If the TIC is working with a contracted ACC RiverSafe provider or other EOTC provider they need to have established clear roles and responsibilities and have effective ways to communicate ongoing risk assessment and management.

Rover

The rover is a teacher/person unassigned to a group. They circulate and 'touch base' with all members of the supervisory team. They are available to give support where necessary.

The Rover is the 'trouble shooter'- the person who steps in if something unplanned for needs doing.

This could be:

- taking over supervising a group if the group supervisor needs to attend to their personal needs or is required to fill another role e.g. Rover takes over the First-aider's group as they deal with a minor injury
- having a discussion with a student with an identified need or problem
- checking required equipment is functioning and is in the correct place
- doing 'nitty gritty' organisational work that ensures all groups work well to complete the planned activity.

If an unplanned event occurs, the Rover could take on the roles of another team member to release them for a designated role, or the Rover could be designated a specific role.

First-aider

The First-aider takes responsibility for managing any injuries or illness experienced by anyone on the EOTC experience.

The designated First-aider:

- has current recognised first aid qualifications
- has the experience and capability to provide the level of first aid that may be needed during the planned activity
- has the capability to make appropriate first-aid decisions and administer first aid in the event of an incident
- maintains first-aid supplies
- carries, or has ready access to, the first aid equipment
- carries all medical information for anyone taking any part in the activity - students and adults.

Activity Leader/Local knowledge person (optional)

This resource person has the specific knowledge required to conduct the activity safely and to achieve the desired learning outcome.

The person could be a local expert (such as a representative of the tangata whenua) who provides knowledge that relates solely to the learning outcomes of the activity.

They could be an ACC RiverSafe provider or other Activity Leader who conducts the activity.

The local knowledge/technical knowledge person

- has the specific knowledge/ skills/ (capability) required for the activity
- relates well with the students
- is not assigned to supervise a particular group of students.

They may be required to:

- make ongoing risk assessments and communicate safety management information to the TIC
- assume agreed other roles in an unplanned or crisis situation.

Students

Students who participate in the activity.

Students:

- *have input into the planning of the activity*
- *come prepared to participate in the activity and to abide by set rules*
- *listen to instructions and follow them*
- *take responsibility for themselves and, where appropriate, take shared responsibility for others*
- *know their own abilities and limitations and are able to communicate when they are exceeding their ability level*
- *report any developing unsafe situations or any unsafe equipment to their supervisors*
- *respect people and respect the environment*
- *make sure they are looking out for their buddy at all times (if they are using a buddy system)*
- *communicate their personal needs to their supervisor including injury, discomfort, anxiety*
- *communicate issues they have with completing the activity to the appropriate leader/supervisor.*

Supervisors

Supervisors are adults (or suitable and competent senior students) who understand this role and can carry out the specific supervision responsibilities required for the planned EOTC experience.

Supervisors:

- *relate to students*
- *understand active supervision and know where all members of their assigned group are at all times*
- *are pro-active not reactive i.e. can recognise any developing situation that is outside what they are expecting and can communicate and act accordingly*
- *have previous experience of supervising students of this age group in an EOTC situation, or are recognised as supervisors learning the role and given appropriate supervisory tasks.*

Ideally for an aquatic activity they:

- have experience in supervising students of this age group in an EOTC experience in, or on, a river
- know the students' individual aquatic experience and skill level and relevant medical history, physical condition etc
- have worked with this team of adults previously

- have demonstrated competence in the supervision of students for the planned activity
- know what to look for if someone in the water is in distress
- have established communication signals with students in their group e.g. how to get all the group out of the water quickly and assembled in one place
- are prepared to stop their group and assemble them on land, or other safe place, if they have safety concerns
- have demonstrated their ability to swim in flowing river water and demonstrate other required river rescue skills.
- can demonstrate or describe experience that shows capability in dealing with unexpected events or situations
- know what to do if an unplanned event occurs or assistance is required.

3.2 Allocation of supervisors to the group

The TIC will need to allocate suitable supervisors in adequate numbers after taking into account:

- the planned activity
- the location of the planned activity
- the experience of those leading and supervising the activity
- the age, ability and experience of the participants
- any special needs of any of the participants.

3.3 Organising supervision of a group of students

During a water-based activity supervisors must be able to see, and immediately recognise, all members of their group.

In the activity planning stage the TIC, ACC RiverSafe provider, supervisors and students must establish how supervisors will recognise their group of students at all times during the activity e.g. use of different coloured swimming caps, arm bands, rash vests etc for each group.

They must also establish whether they will be using a buddy system and, if so, how this will operate.

On arrival at the river supervisors need to conduct a pre-activity briefing with their group covering:

- the need to be able to see all students in the group at all times

- use of a buddy system
- entering and exiting water
- never swimming alone
- exiting the water (with their buddy) if they are tired or cold and telling the supervisor they are leaving the water
- maintaining visual contact with the supervisor
- understanding what to do if they or their buddy is in trouble e.g. raising their hand and calling for help.

3.4 Personal and shared responsibility and using a buddy system

The establishment of a buddy system for any river-based activity is recommended as the best way to ensure that no-one undertakes any activity alone, goes off by themselves, or gets into difficulty unobserved.

Rules established for buddies will vary depending on the activity, location, supervisors, participants and the supervision system in place for the activity.

Classroom-based activity planning and the river pre-briefing session will focus on students understanding their personal and shared responsibilities during the planned activity.

If students are involved in the process that identifies risks and discusses strategies required to safely manage these risks they are more likely to understand the importance of safety rules and obey them.

3.5 Capacity of participants and organisation of groups

Year 6 to 10 students demonstrate a wide range of:

- swimming ability
- health and stamina
- physical coordination
- confidence and competence in water
- ability to respond positively to new challenges
- ability to act responsibly
- ability to respond appropriately and/or safely in unknown situations.

When determining the size and composition of supervision groups the TIC needs to consider all the known information about the students and supervisors and build groups that will function well as teams. Some students may have identified special needs (physical, emotional or behavioural) and will present management and safety issues during a planned river-based activity.

3.6 Selection and preparation of supervisors

The TIC needs to know that anyone agreeing to act as a supervisor has the competencies (knowledge, skills, experience) required to carry out the tasks they will be assigned.

Supervisors of RiverSafe activities where students are in the water need the competencies outlined in Table 2.

The school decides who they will use as supervisors. Some schools have adopted policies of not using parents or care givers unless they have special capabilities e.g. have an occupation or recreational interest that gives them the required supervisory capability.

Other schools train specific teachers to take supervisory roles at all the school's EOTC experiences, employing a significant number of relieving classroom teachers when the school is involved in EOTC activities.

Some secondary schools use senior students in Year 12 or 13 Health and Physical Education or outdoor recreation leadership courses as supervisors. When considering using senior students to supervise activities where students are in moving water in a river the TIC must be confident of the student's capability, especially their experience in leading a group if an unplanned event occurs.

When a supervisor is responsible for students who are in water they need to have received training for the role. Supervisors require specific training for any RiverSafe activity where students are in the water.

Schools may take some new or less experienced supervisors on EOTC activities and use the opportunity to train or up skill them. These individuals should be recognised as supervisors-in-training and NOT be given full supervision responsibilities.

A process for ensuring quality supervision of an activity like survival swimming is outlined here.

Stage 1 Planning meeting with proposed supervisors

Proposed supervisors meet with the TIC and the ACC RiverSafe provider, if contracted, and discuss the planned river-based activity. The roles individual supervisors would carry out are outlined and discussed.



Stage 2 River-based training for supervisors with individual supervisor performance evaluated by the TIC and ACC Riversafe provider, if appropriate.

River-based training for supervisors is provided, led by TIC and/or ACC RiverSafe providers.



Stage 3 Completing the activity

The river-based activity is completed with the students and supervisors fulfilling their allocated roles.



Stage 4 Evaluating the activity

Opportunities are provided for all those involved in the activity to evaluate the experience, and for the supervisory team to evaluate how the activity was managed.



Stage 5 Recognition of supervisors' contribution to the completed activity

Supervisors are thanked appropriately for their time and their contribution to the completion of the activity.

Supervisors could complete a form like the one provided here after Stage 2 of this process. When supervisors complete the form they are considering the role and its responsibilities and declaring that they have the competency to undertake the role.

The completion of the form demonstrates to the Board of Trustees (or any individual they designate to approve EOTC experiences) that the activity pre-planning process and training has prepared supervisors for the role they are agreeing to undertake, and that supervisors have the required competency.

Dear

*Thank you for agreeing to act as a supervisor for the following planned activity
(details here)*

Your role will be to (details here)

If you are prepared to carry out that role could you please complete the bottom section and the medical information form and return it to me by _____

If you have any questions about the planned activity or your role in that activity please contact me.

Yours sincerely

Name

Contact numbers

e-mail (if suitable contact)

I understand my role of supervisor and am prepared to take on the role.

I confirm that I:

- can swim 200 metres*
- have swum in river conditions like those planned to be used for the activity*
- have had experience in the planned activities and*
- can/cannot carry out a river rescue. (or other wording appropriate to the designated role)*

I have completed the training for this activity.

I am in good health and have completed a medical information form.

Signature

Date

3.7 Land-based supervisors or supervisors who are weak swimmers or are non-swimmers

No adult or senior student who is a weak swimmer or a non-swimmer should ever supervise an activity where students are in the water.

However there may be situations, such as a multi-activity camp, where an adult or teacher is a very able supervisor of activities that are not water-related.

There must be appropriate supervision of all students in the water, in expected and unexpected situations, so that a non-swimming supervisor is NEVER required to assume supervision or make safety management decisions about the aquatic activity.

Appendix 1: Client checklist

Provider:

Course date:

Check	Judgement	Outcome ✓ or X	Evidence/Notes
Provider Status	The provider is listed on www.riversafe.org.nz website. Contact Water Safety NZ for further advice or information.		
Approved Trainers	The provider provides proof that trainers hold qualifications listed in these guidelines. Current first aid certificates shown.		
Approved Assistants	The provider's programme assistants are identified and a plan for their development is provided if applicable.		
Supervisors	Training for Supervisors is included in overall plan, and carried out prior to the activity being completed.		
Training Logs	Provider's approved trainer's logs are available for inspection. Each must show at least two safety intervention or rescue training sessions in the past twelve months.		
Event Plan	An event plan including locations, timings, resources, staffing, actions and Risk Analysis Management System (RAMS) form or similar is provided. Special needs are addressed.		
EOTC Compliance	For school programmes, the programme meets EOTC guidelines. Information to parents is provided and Parent/Guardian consent forms and student health forms completed.		
Responsibility for Safety	In the event planning process the Provider and Teacher In Charge have discussed issues around responsibility for stopping or altering activities and have an agreed action plan if unexpected events occur.		
Equipment and Resources	Agreement on provision of resources includes appropriate sizing, quantity and state of repair.		
Environmental Issues	Site permissions are approved. Local procedures or requirements for use of the river are met. This may include liaison with rafting companies, kayak clubs, local government body, Iwi/Hapu, or power generation companies.		
Contingency Plan	Alternative activities are given or arrangements made by client or provider, should river activities not be available due to condition of the river or any other reason.		
Supervisors	Supervisors are briefed and sign a supervision consent form.		
Other Issues	Any other issues or concerns identified and action discussed.		

Appendix 2

Table 3 Required competency of those leading RiverSafe activities where students are in the river

ACC RiverSafe Provider	Teacher in Charge who plans to lead a RiverSafe activity
Holds current first aid and CPR certification from a recognised organisation and has demonstrated experience in managing incident or emergency situations.	Holds current first aid and CPR certification from a recognised organisation and has demonstrated experience in managing incident or emergency situations.
Is a confident and able swimmer and is skilled in river rescue.	Is a confident and able swimmer and is skilled in river rescue.
Holds a Category One qualification as per the WSNZ ACC RiverSafe Approved Trainer Certification List.	Holds an acceptable qualification. Has proven experience in leading EOTC trips with this age group and in leading river or aquatic based activities.
Has completed WSNZ recognised training in risk management.	Has completed a course in risk management training, has experience in risk management of river based aquatic activities and understands school safety management policies and practices.
Has conducted these activities on or in the river to be used (with participants of this age group) and has done a recent local survey of the area.	Has a current knowledge of the area of the river where the activity will occur and experience of conducting the planned activities in the river with groups of students.

Appendix 3

RiverSafe Activity Supervision Structures

Two supervision structures are provided for

1. a class visit to swim in a local swimming hole
2. a half class learning survival swimming.

It is possible that a school will combine these two activities with a class spending an afternoon at the river having a swim, learning survival swimming and using a land-based activity that occupies half the class while the other half is learning survival swimming.

Figure 1 Scenario 1 River Swimming

Needs to be viewed with Figure 2.

Scenario	Supervision Structure	Leader/Supervisor competencies
<p>River Swimming Educational objective To demonstrate safe practices when swimming in a local river swimming hole.</p> <ul style="list-style-type: none"> • 1 class Year 7 or 8 students • River with zero or minimal flow at swimming site. • Easy entry and exit points and clear downstream runout. • Clear water if possible and clear of any debris or hazardous obstacles. • Correctly fitting life jackets available. 	<p>Teacher in charge (TIC)</p> <ul style="list-style-type: none"> • oversees entire group and activity • has ultimate responsibility on-site for the safety of students, staff and volunteers • safety is their focus and primary concern, learning is second. 	<p>TIC</p> <ul style="list-style-type: none"> • has experience leading and coordinating large groups of students outdoors • has excellent communication and decision-making skills • is experienced in safety management and crisis management planning and implementation • preferably is currently qualified in first aid although another teacher may have this qualification • knows the site well • has had a key role in the planning and organisation of the activity itself • delegates and briefs supervision team on their roles • is able to swim well and conduct a river rescue or has other teachers or supervisors who can do a river rescue.

Scenario	Supervision Structure	Leader/Supervisor competencies
	<p>Teacher</p> <ul style="list-style-type: none"> • is allocated a class with a team of supervisors • has learning as their focus but safety is still their primary concern. 	<p>Teacher</p> <ul style="list-style-type: none"> • has experience leading groups of students outdoors • is a good communicator and decision maker with students and parents • has safety and crisis management skills and has been involved in safety planning for the day • has full knowledge of content and organisation of the learning activities • has prepared students with river knowledge and safe practices prior to visit • knows the site, preferably from a prior visit, or a pre-activity reconnaissance. • is a swimmer.
	<p>Supervisors</p> <ul style="list-style-type: none"> • are allocated a small group of students • are responsible for the welfare of their allocated students and support their learning • communicate with the class teacher and report to them any concerns 	<p>Supervisors</p> <ul style="list-style-type: none"> • are parents or adult volunteers • have attended a pre-activity briefing explaining their role • have agreed to meet the required expectations and follow all procedures required by teachers • are physically capable and confident moving with a group of students along a riverbank • are swimmers.

Scenario	Supervision Structure	Supervisor competencies
	<p>Rover</p> <ul style="list-style-type: none"> • likely to be a teacher • is NOT allocated a group of students • circulates and 'touches base' with all members of the supervisory team. • is available to give support where necessary. <p>They could:</p> <ul style="list-style-type: none"> • take over supervising a group if the group supervisor needs to attend to their personal needs or is required to fill another role e.g. Rover takes over the First- aider's group as they deal with a minor injury • work with individual students with an identified need or problem. <p>If an unplanned event occurs, then the Rover could take on the roles of other team members to release them to take on a designated role, or the Rover could take on a designated role.</p>	<p>Rover</p> <ul style="list-style-type: none"> • has experience leading groups of students outdoors • is a good communicator and decision maker with students and parents • has safety and crisis management skills and has been involved in safety planning for the day • knows the site, preferably from a prior visit, or a pre-activity reconnaissance. • is a strong swimmer and may have first aid certificate and skills.

	<p>Certified First Aid Person(s) (Likely to also be a supervisor or teacher above.)</p> <p>All students should have early access to care from a person currently certified in first aid.</p>	<p>Certified First Aid Person(s)</p> <ul style="list-style-type: none"> holds a current qualification in First Aid knows how to manage an injury/illness in an outdoor environment.
Scenario	Supervision Structure	Leader/Supervisor competencies
	<p>Designated Rescue Person (Likely to also be a supervisor or teacher above.)</p> <ul style="list-style-type: none"> Person designated to assume responsibility if a rescue is required. 	<p>Designated Rescue Person</p> <ul style="list-style-type: none"> has the experience to undertake a river rescue.
	<p>Students</p> <ul style="list-style-type: none"> are buddied up to reinforce never swim alone message and standard practice in the outdoors for shared responsibility for safety. Take appropriate responsibility for their own behaviour and safety and the behaviour and safety of others. 	<p>Students</p> <ul style="list-style-type: none"> know the safety procedures for the activity and are able to make safe decisions and demonstrate safe behaviours.

Fig 2 River Swimming Supervision Structure

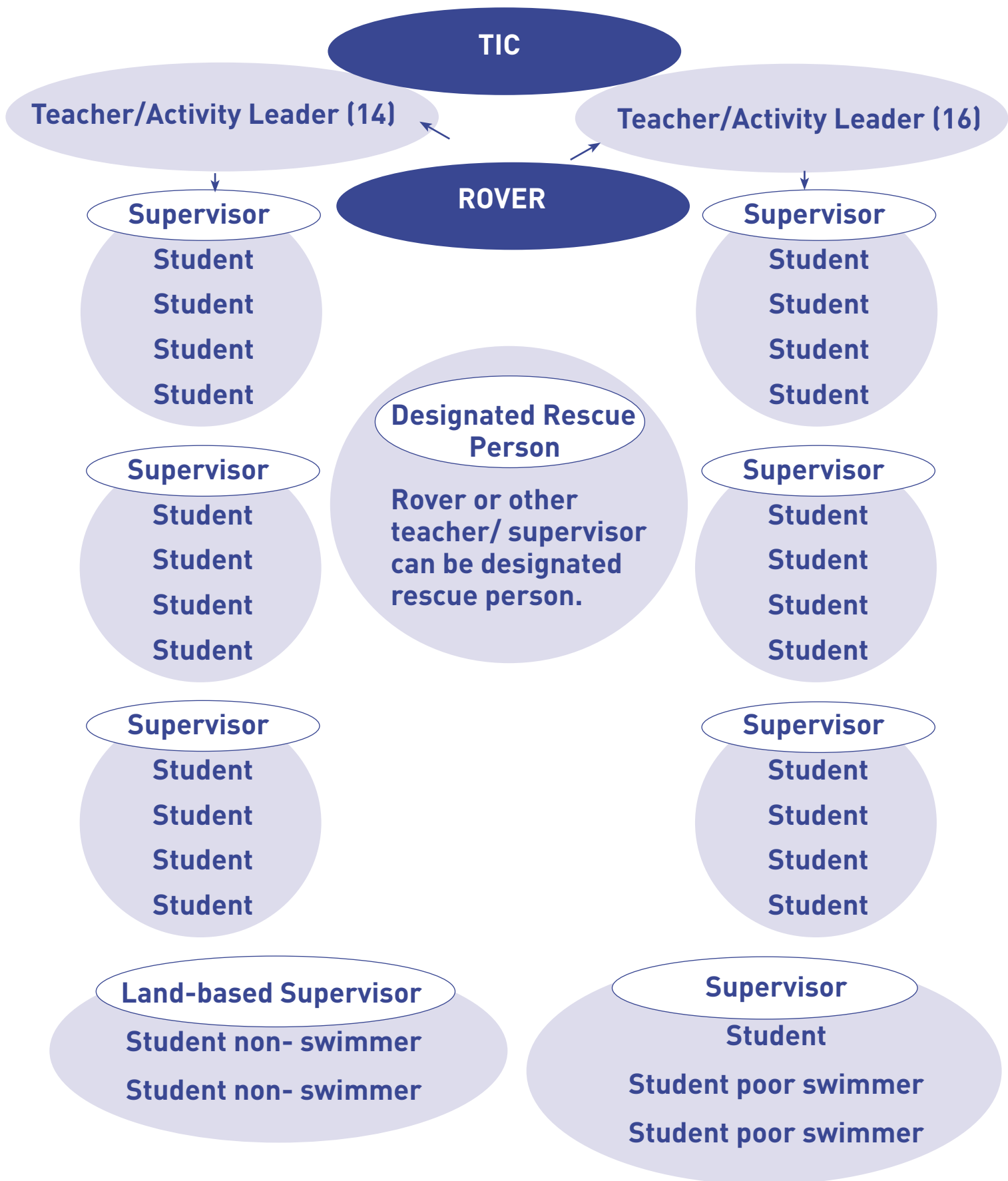


Figure 3 Scenario 2 River survival swimming

Needs to be viewed with Figure 3.

Scenario	Supervision Structure	Leader/Supervisor competencies
<p>River survival swimming</p> <ul style="list-style-type: none"> • 1 class Y7/8 students • River with sufficient and even flow at survival swimming site. • Easy entry and exit points and clear downstream runout. • Clear water if possible and clear of any debris or hazardous obstacles. • Correct sized life jackets worn by all participants. • USE OF ACC RIVERSAFE INSTRUCTOR <p><i>NOTE: Due to high supervision and low participation required to run survival swimming safely it is likely that this will be a half class activity with the other half of the class completing a different activity.</i></p>	<p>ACC Riversafe Provider or Specialist Teacher</p> <ul style="list-style-type: none"> • has responsibility for safety, instruction and technical support for the survival swimming activity • has held prior briefing and training of supervisors on their role and responsibilities in the activity and the operational procedures • communicates regularly with TIC and other teachers, supervisors • has the expertise to advise TIC if survival swimming activity should be modified or cancelled, and has a responsibility to discontinue activity if in their judgment it will or has become unsafe. 	<p>ACC Riversafe Provider or Specialist Teacher/Activity Leader</p> <ul style="list-style-type: none"> • meets requirements of WSNZ ACC RiverSafe Provider Guidelines in particular qualifications and experience: • has experience leading groups of students outdoors • is a good communicator and decision maker with students and parents • has safety and crisis management skills and have planned for the day • has full knowledge of content and organisation of the learning activities • ensures students have been prepared with river knowledge and safe practices prior to survival swimming • has knowledge of the site including having swum at the site, preferably from a prior visit, or a pre-activity reconnaissance • is able to execute a swift water rescue.

Scenario	Supervision Structure	Leader/Supervisor competencies
	<p>Teacher In Charge (TIC)</p> <ul style="list-style-type: none"> clearly establishes areas of responsibility with ACC RiverSafe provider or other Activity Leader and together delegate roles oversees entire group and activity has ultimate responsibility on-site for the safety of students, staff and volunteers safety is their focus and primary concern, learning is second positions themselves ON LAND for best visual observation of the activity does not enter the water unless substituted by another adult briefed in the role. 	<p>TIC</p> <ul style="list-style-type: none"> has experience leading and coordinating large groups of students outdoors has excellent communication and decision-making skills is experienced in safety management and crisis management planning and implementation is preferably currently qualified in first aid knows the site well has had a key role in the planning and organisation of the activity itself in tandem with ACC RiverSafe instructor ensures delegation and briefing of supervision team on their roles.
	<p>Supervisors</p> <ul style="list-style-type: none"> are allocated a small group of students and/or a particular role e.g first aid, supervisor of students not currently in the water the welfare of their allocated students or their role is their focus and they support students' learning they communicate with the ACC RiverSafe instructor and TIC, and report to them any concerns 	<p>Supervisors</p> <ul style="list-style-type: none"> have attended a pre-activity training and on-site briefing explaining their role have agreed to meet the required expectations and follow all procedures required by RiverSafe Provider and TIC are physically capable and confident swimming in a grade 1-2 river.

Scenario	Supervision Structure	Leader/Supervisor competencies
	<p>Rover</p> <ul style="list-style-type: none"> likely to be a teacher is NOT allocated a group of students circulates and ‘touches base’ with all members of the supervisory team is available to give support where necessary. <p>They could:</p> <ul style="list-style-type: none"> take over any supervisory role work with individual students with an identified need or problem. <p>If an unplanned event occurs, then the Rover could take on the roles of other team members to release them to take on a designated role, or the Rover could take on a role designated for themselves.</p>	<p>Rover</p> <ul style="list-style-type: none"> has experience leading and coordinating large groups of students outdoors has excellent communication and decision-making skills is experienced in safety management and crisis management planning and implementation is preferably currently qualified in first aid knows the site well has had a key role in the planning and organisation of the activity itself.
	<p>Certified First Aid Person(s) (Likely to also be a supervisor/instructor above)</p> <p>All students should have early access to care from a person currently certified in first aid.</p>	<p>Certified First Aid Person(s)</p> <ul style="list-style-type: none"> holds a current qualification in First Aid knows how to manage an injury/illness in an outdoor environment is practised in resuscitation and CPR.
	<p>Designated Rescue Person Likely to also be a supervisor/instructor/rover above</p> <ul style="list-style-type: none"> Person designated to assume responsibility if a rescue is required. 	<p>Designated Rescue Person</p> <ul style="list-style-type: none"> has the experience to undertake a river rescue.

	<p>Students</p> <ul style="list-style-type: none"> • wear lifejackets • are buddied up to reinforce never swim alone message and standard practice in the outdoors for shared responsibility for safety • take responsibility for choosing the level of challenge they feel capable of. 	<p>Students</p> <ul style="list-style-type: none"> • know the safety procedures for the activity and are able to make safe decisions.
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Fig 3 River Survival Swimming Supervision Structure – 14 Year 7 students survival swimming

